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# Developing Perceived Writerly Self-Efficacy: A Proposed Study of Expressive and Poetic Discourse in the Writing Center

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# The Method to the Madness: A Multidisciplinary Exploration of Creative Writing in the Writing Center and Its Impact on Developing Perceived Writerly Self-Efficacy

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In what ways can Creative Writing inform the Writing Center consultation to develop perceived writerly self-efficacy?

## Abstract

This multidisciplinary exploration seeks to find a theoretical connection that explains both the impact of creative writing on developing perceived writerly self-efficacy in writers during writing center consultations and the researcher's motivation to draw from her academic discipline of Creative Writing/Writing Studies. A mixed-methodologies approach will include a breakdown of what the standard format of the average writing center consultation is versus a consultation that offers active participation via creative writing. Quantitative data collected will include the Post-Secondary Writerly Self-Efficacy Scale (PSWSES) offered pre/post session as a control and a variable instrument given to willing participants actively engaged with expressive/poetic writing during their sessions. Critical analysis and reflection on the method to the madness, aka "literature Review" will also be compiled.

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## Guiding Questions

- ❖ How can active participation through low-stakes expressive/poetic writing during the consultation help writers develop *motivation* and *persistence* that ultimately impacts PWSE?
- ❖ What is the theoretical connection that explains my motivation to draw from Creative Writing to inform my style of tutoring writing ?

### What does Motivation and Persistence have to do with it?

Motivation influences and is influenced by 3 major components:

- Interest in the writing task—result in increased attention, concentration and enjoyment of learning
- Self-efficacy concerning successfully completing the task--relates to "individuals' beliefs and personal judgments about their abilities to perform at a certain level and affects their choice of activities, effort, and performance" (Bandura)
- The ability to self-regulate performance—relates to the control students have in achieving their goals (Zimmerman and Kitsantes; Zimmerman and Schunk).

### Writing Center as "Community of Practice"

"We all have our own theories and ways of understanding the world, and our communities of practice are places where we develop, negotiate, and share them" ---Etienne Wenger

- Our training at the BSU Writing Center provides the strategies to engage in rhetorical dialogue--that aids us to talk about writing in a way that brings Stephen North's manifesto to life; "...the purpose of the writing center is not to make better writing but to produce better writers"
- A primary factor that enables writing centers to forge better writers is this: Writing centers are increasing student-writers' beliefs about what and how they can perform as writers, which is being defined in this study as perceived writerly self-efficacy.

"The writing center is a prime example of a site where academic coaching, self-evaluation, and repeated practice in action are inherent" (Schmidt and Alexander 2)

### What is Perceived Writerly Self-Efficacy?

Based on Social Cognitive Theory, Albert Bandura defines *perceived self-efficacy* as "one's belief in one's ability to succeed in specific situations" (130).

- Self-Efficacy has been identified as an important internal construct underlying successful writing and cognitive development

#### What influences self-efficacy?

- Identifying successes, connecting these successes with personal control or effort, and cultivating 'student's beliefs in their own capabilities'" (Pajares and Valiente 160).
- There are four sources of self-efficacy to writerly processes:
  - mastery experiences
  - vicarious learning
  - reduction in stress reaction and negative emotions
  - social persuasion

**"Before tutors can help apprehensive students, they must understand their own writing processes and, I would argue, the creative aspects of writing apprehension" Wendy Bishop**